USC Marshall
School of Business

LIM 552: Strategic Information and Competitive Analysis
Summer 2020
3 Units
This class will meet Wednesdays at 6 p.m. PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor:	*Helga Haraldsson*
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Office Hours:	*By appointment*
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COURSE DESCRIPTION

Introduction to information searching with an emphasis on transforming information into intelligence for a designated client. Building on a basic understanding of information resources, evaluation, and search strategies, students will gain hands-on experience with specialized, fee-based and publicly-available information sources including government, statistical, industry, marketing, legal, and health sources. At the completion of the course, students will be able to locate and select information to address specific client-group needs and then synthesize and translate the information into intelligence, whether profiling prospective donors for a foundation, conducting a SWOT analysis of a business venture, or compiling a legislative history. This course will include an introduction to the field of competitive intelligence and address the ethical use of information/intelligence.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Determine client information and intelligence needs,
2. Develop a strategy for locating and managing information,
3. Use a variety of government, business, legal, and health sources to effectively retrieve information in various formats in order to address specific research and intelligence questions, and
4. Synthesize information and translate it into intelligence for clients.

COURSE MATERIALS

- **Books**:
  - Seena, S. (2009). Competitive Intelligence Advantage: How to Minimize Risk, Avoid Surprises, and Grow Your business in a Changing World. Chichester:Wiley
- **Articles:**
  - Weekly reading can be found in USC ARES Course Reserves. USC Libraries' ARES e-reserve system. Please refer to the weekly activity table at the end of this syllabus for a breakdown of each week's required readings.

PREREQUISITES AND/OR RECOMMENDED PREPARATION
Open only to students enrolled in the MMLIS degree program. Successful completion of LIM 500, LIM 501, LIM 502, LIM 503, LIM 504, and GSBA 502.

COURSE NOTES

Contact Hours for this course are:
Synchronous (60 minutes): Five Live lectures, presentations, Q&A's.
Asynchronous (130 minutes weekly): discussion forums, blogs, offline collaboration

This is a graduate-level course in support of a professional degree program and, as such, you should expect a rigorous and challenging learning experience in which you will build competencies directly applicable to a career as a librarian or related professional. This course will be primarily conducted asynchronously with weekly readings, class discussions, and assignments. There will be **five (5) synchronous class sessions**.

LIVE SESSIONS
This course has Live Sessions, used for lecture material from the instructor, as well as being a time for students to ask questions about upcoming assignments. Please see the Live Session Information section of the course for complete details.

1. Week 1 - Introductions - mandatory
2. Week 2 - Clients Needs - mandatory
3. Week 7 - Business Intelligence - mandatory
4. Week 10 - Roles of Libraries - mandatory
5. Week 11 - Legal Research - mandatory

Live Sessions will be held using Zoom or Adobe Connect. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any

quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.
Active participation in the discussion forums and class sessions is paramount. Plan on accessing the learning management system for this course several times throughout the week.

All course-related questions should be posted to the general discussion forum since it is likely that other students will have the same question. Do email me privately regarding any personal issues (please preface your email subject line with LIM 552). I will respond to emails within 24 hours. I will notify the class in advance if I need to be without internet access for an extended period.
This course assumes a basic familiarity with general library research concepts, methods, and tools including the USC Libraries' webpage. Please review the content on the Library & Information Science research guide created by John Juricek, the library liaison to the MMLIS program, if you have not already done so.

GRADING

GRADING POLICIES
Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

B Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus **Failing** grade for **graduate credit**

The LIM program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0

A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

ASSIGNMENTS AND GRADING DETAILS

Assignments	**Points (each)**	**% of Grade**
Exercises	36	39%
Discussions	12	13%
Project 1	5	5%
Project 2	15	16%
Project 3 - Dossier	25	27%
	Total	100%

Exercises (39%)
Students will complete ten exercises designed to provide hands-on experience with various information sources as applied to specific client scenarios or user groups.

Discussions (13%)

Students are expected to participate in weekly online discussions based on lecture notes, readings, and exercises. In some weeks, the discussion prompt will be to provide feedback on classmates' work or to contribute a source annotation or share the results of another applied task.

Project 1: Environmental Scan (5%)
Students will conduct an environmental scan focusing on the information services provided by a corporate library or by an academic or public library that specializes in business, legal, health or other course-related areas of research.

Project 2: Client Scenarios (16%)
Students will work in teams to complete professional-level reports addressing various client scenarios. Reports will require the use of the resources covered in class as well as additional sources the teams must find on their own. Each of the reports submitted for this project must address the scenario provided and present clients with a synthesis of the critical information they need to make decisions. Teams of three students will be assigned by the instructor.

Project 3: Business Dossier (27%)
Students will work in teams to create and present a professional business dossier. The assignment will include a CEO profile, company and industry dossier. Each dossier will also include a SWOT analysis as well as Porter's 5-Forces for the industry profiled. Each of the dossier sections will be prefaced by summary memo of the major points and issues and any other information that should be emphasized in the dossier. The final dossier will be worth 15 points and the presentation submitted via YouSeeU will be worth 10 points.

LATENESS
Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments I accept late work. However, in fairness to those who do submit on time there is a price to pay for late work. I grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

If you are going to be late turning in an assignment, email your instructor to notify them of this, and then email them again to alert them when you have submitted the assignment.

If you miss a Live Session you will not get credit.

It is always worth submitting work even if it is late. Never fail to turn work in because you believe it is too late.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

ADD/DROP PROCESS

Courses may be added until **May 26, 2020**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **May 26, 2020**. If the course is dropped after **May 26, 2020** and before **June 23, 2020**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **June 23, 2020**, it will be recorded with a mark of "W." No course may be dropped after **July 28, 2020**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Adobe Connect. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-646-1885 or visit our Support Website.

In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

On Campus Support Systems:

Please note that the health services are only available to those who reside in California and who have paid the optional health services fee. Some resources are only available on campus.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
USC Department of Public Safety | *USC Emergency Information*
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables and Due Dates
Week 01	**Introduction to Strategic Information and Competitive Analysis**	**Required Readings** 1. Course Syllabus 2. Week 1 Lecture Notes 3. Correia, C. C. (2006). Getting competitive: Competitive intelligence is a smart next step for information pros. *Library Journal, 131*(7), 52-53. 4. Jin, T., & Bouthillier, F. (2012). The integration of intelligence analysis into LIS education. *Journal of Education for Library and Information Science, 53*(2), 130-148. Read pages 130-138 (stopping before "Teaching IA") and review the chart on page 148. 5. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. Read Chapter 2, pages 15-34. Don't miss the "Last Word" section on page 34. **Suggested Readings (Optional)** 1. "Competitive Intelligence." (2007). In *Encyclopedia of Emerging Industries*. Detroit, MI: Gale. 2. Correia, C.C. (2006). Libraries and competition intelligence for management and strategy. *Information Outlook, 10*(7), 23-26.	● Week 01 Live Session (attendance mandatory)**. Please check the Live Session Information in the course General Section to determine the Live session day and time.** ● Week 01 Discussion 01: Introductions, Due Day 7

Week 02	**Determining Client Needs**	**Required Readings** 1. Pherson, K. H., & Pherson, R. H. (2012). *Critical thinking for strategic intelligence*. Thousand Oaks, CA: CQ Press. Chapter 1-2, pages 1-18 2. Cassell, K. A., & Hiremath, U. (Eds.). (2013). *Reference and information services: An introduction*. Chicago, IL: Neal-Schuman. Read Chapter 2 (pages 15-28). 3. Knoer, S. (2011). *The reference interview today*. Santa Barbara, Calif: Libraries Unlimited. E-book available through the USC Libraries. Chapters 1-3, 6-7, 9, pages 121-126 4. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. Chapters 6 "All Information in Not Equal" and Chapter 7 "Knowing When and Why to Power Up the CI Engine." **Suggested Readings** 1. See the RUSA Guidelines webpage for the updated version of the *Guidelines for Behavioral Performance of Reference and Information Service Providers* mentioned in the Cassell & Hiremath reading. Also, check for any specific guidelines that may relate to your Discussion 2 user-population, your Project 1 library, or the type of library you work in/plan on working in.	● Week 02 Live Session (attendance mandatory). **Please check the Live Session Information in the course General Section to determine the Live session day and time.** ● Week 02 Discussion 01: Information-Seeking Behavior Initial Post: Day 5 Responses: Day 7 ● Project 1 Sign-up Sheet, Due Week 02 Day 02

Week 03	**Information Searching, Evaluation, and Ethics**	**Required Readings** 1. Cassell, K. A., & Hiremath, U. (Eds.). (2013). *Reference and information services: An introduction*. Chicago, IL: Neal-Schuman. Read Chapter 18 (pages 371-384). Part IV, Ethics & Reference 2. Jin, T., & Bouthillier, F. (2012). The integration of intelligence analysis into LIS education. *Journal of Education for Library and Information Science, 53*(2), 130-148. Re-read the paragraph in this article from Week 1 on page 143 that begins with "The third challenge…" 3. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. Chapter 13: Playing by the Rules, SCIP, Resources. Read pages 265-267. 4. Scenarios (provided by instructor). **Suggested Readings** 1. Professional Codes of Ethics: a. ALA b. SLA c. SCIP website 2. If you are thinking of becoming an academic or research librarian, I strongly recommend keeping abreast of the current revision to the ACRL information literacy standards, Framework for Information Literacy for Higher Education (http://acrl.ala.org/ilstandards/). 3. Cassell, K. A., & Hiremath, U. (Eds.). (2013). Reference and information services: An introduction. Chicago, IL: Neal-Schuman. Chapter 16 looks at information literacy as it relates to reference and one-on-one consultations in a variety of settings.	● Week 03 Assignment 01: Exercise 1, Due Day 7 ● Week 03 Discussion 01: Ethics Scenarios Initial Post: Day 5 Responses: Day 7 ● Week 03 Assignment 02: Project 1 Part A, Due Day 7 ● Week 03 Discussion 02: Project 1 Part B, Due Day 7

Week 04	**Government Information and Statistical Sources, Part A**	**Required Readings** 1. Bopp, R. E., & Smith, L. C. (2011). *Reference and information services: An introduction*. Santa Barbara, CA: Libraries Unlimited. Read pages 637-678 (stopping before "Case and Judicial Law") from Chapter 22 Government Information and Statistical Sources. **Suggested Readings** 1. Cassell, K. A., & Hiremath, U. (Eds.). (2013). *Reference and information services: An introduction*. Chicago, IL: Neal-Schuman. Although it provides very little background on the legislative and legal processes, Chapter 12 provides a solid overview of the major government resources used in reference work.	● Week 04 Assignment 01: Exercise 2, Due Day 7
Week 05	**Government Information and Statistical Sources, Part B**	**Required Readings** 1. Bopp, R. E., & Smith, L. C. (2011). *Reference and information services: An introduction*. Santa Barbara, CA: Libraries Unlimited. Read "Statistical Sources" pages 680-691. 2. Shield, M. (2004). Information literacy, statistical literacy and data literacy. *IASSIST Quarterly 28*(2), 6-11. 3. Gray, A. S. (2004). Data and statistical literacy for librarians. *IASSIST Quarterly 28*(2). 24-29. 4. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. Read Chapter 5, pages 79-101. **Suggested Readings** 1. Huff's *How to Lie with Statistics* or any of the popular titles in this genre, such as Best's *Stat-Spotting: A Field Guide to Identifying Dubious Data*, provide a simplified look at the common misuses of statistics (usually in the media). 2. If you are interested in seeing what it might look like to incorporate statistical literacy into a traditional information literacy one-shot, see Peter, K. & Kellam, L. (2014). Statistics and the single girl: Incorporating statistical literacy into information literacy instruction. *LOEX Quarterly 40*(1).	● Week 05 Discussion 01: Statistical Agency Annotations, Due Day 7 ● Week 05 Assignment 01: Exercise 3, Due Day 7

Week 06	**In Depth: Demographic Data from the U.S. Census**	**Required Readings** 1. Hayslett, M. & Kellam, L. M. (2010). The American Community Survey: Benefits and challenges. *IASSIST Quarterly 33*(4): 31-39. 2. Beleu, S. (2010). Librarian's guide on how to use the American Community Survey multiyear estimates (PDF). 3. American Public Media (January 25, 2019) Marketplace, "What it is like to be a female economist." National Public Radio. 4. *Note: Don't worry if you do not understand everything presented in these articles. Try to get a sense what the American Community Survey (ACS) is and how it is different from the Census: Why is the ACS important and what are the benefits? What are the challenges to using the data and considerations that must be taken into account (what to do/what not to do)?* **Suggested Readings** 1. Gauthier, J. G. (2002). *Measuring America: The Decennial Censuses from 1790 to 2000.* US Census Bureau, Washington, DC. This text looks at the history of the Census as well as changes to the questionnaire over time.	● Week 06 Discussion 01: Figure Critique, Due Day 7 ● Week 06 Assignment 01: Exercise 4, Due Day 7
Week 07	**Business Research, Part A**	**Required Readings** 1. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. Read Chapter 3-Competitive Intelligence: What You Don't Know *Will* Hurt You, pages 35-56, and Chapter 9 - Understanding and Evaluating Information Sources, pages 165-198. 2. Pherson, K. H., & Pherson, R. H. (2012). *Critical thinking for strategic intelligence*. Thousand Oaks, CA: CQ Press. Read Chapters 19 and 20, pages 211-234.	● Week 07 Assignment 01: Exercise 5, Due Day 7 ● Week 7 Live Session (attendance mandatory). **Please check the Live Session Information in the course General Section to determine the Live**

			session day and time.
Week 08	**Business Research, Part B**	**Required Readings** 1. Bensoussan, B. E., & Fleisher, C. S. (2012). *Analysis without paralysis: 12 tools to make better strategic decisions*. Upper Saddle River, NJ: FT Press. Read Chapters 1 and 2, pages 1-22, and Chapter 12, pages 199-219. **Suggested Readings** 1. Bensoussan, B. E., & Fleisher, C. S. (2012). *Analysis without paralysis: 12 tools to make better strategic decisions*. Upper Saddle River, NJ: FT Press. If you are interested in digging deeper into business librarianship and/or analysis, I would recommend also reading other chapters in this text starting with the chapters covering Competitor Analysis, Five Forces Industry Analysis, and Value Chain Analysis.	● Week 08 Assignment 01: Exercise 6, Due Day 7
Week 09	**About Internet Resources**	**Required Readings** 1. Juricek, J. E. (2009). Access to grey literature in business: An exploration of commercial white papers. Journal of Business & Finance Librarianship. 14(4), 318-332. doi: 10.1080/08963560802365388.	● Week 09 Assignment 01: Project 2 Source List, Due Day 7

Week 10	**Beyond Super Searchers: Transforming Information into Intelligence**	**Required Readings** 1. Sharp, S. (2009). *Competitive intelligence advantage.* Hoboken, NJ: John Wiley & Sons. Read "Most Desirable Qualities for CI Content," pages 220-221. 2. Underwood, J. (2013). *Competitive intelligence for dummies*. Hoboken, NJ: John Wiley & Sons. Read pages 185-194. 3. Correia, C. C. (2005). From LIS to CI. *Information Outlook, 9*(1), 38-41.	● Week 10 Live Session (attendance mandatory). **Please check the Live Session Information in the course General Section to determine the Live session day and time.** ● Week 10 Assignment 01: Project 2, Due Day 7 ● Week 10 Checkpoint 01: Project 3 Paper & Presentation (Company & Industry Dossier)

Week 11	**Legal Research**	**Required Readings** 1. Watch the 1 hour "Help! I'm an Accidental Government Information Librarian" legal research webinar from May 14, 2013, Legal Research…Without the Law Library.	● Week 11 Live Session (attendance mandatory). **Please check the Live Session Information in the course General Section to determine the Live session day and time.** ● Week 11 Assignment 01: Exercise 7, Due Day 7
Week 12	**Health Information and Medical Research**	**Required Readings** 1. Watch the 1 hour "Help! I'm an Accidental Government Information Librarian" webinar from December 9, 2011, PubMed, PubMed Central, and Medlineplus - What's the difference? *Note: The PubMed "limits" demonstrated by the presenter are now accessible as "filters" on the search results page.	● Week 12 Assignment 01: Exercise 8, Due Day 7
Week 13	**Prospect/ People Research**	**Required Readings** 1. King, M. (2013). Prospect research: Fulfilling dreams for fundraisers. *Online Searcher, 37*(4), 24-29. Be sure to review the Codes of Ethics and the Donor Bill of Rights mentioned on page 25. 2. Hammerman, S. S. (2012). The basics of prospect research: Increasing library funding opportunities. *C&RL News, 73*(10), 610-613.	● Week 13 Assignment 01: Exercise 9, Due Day 7

Week 14	**Team Presentations**	**Required Readings** None.	● Week 14 Assignment 01: Project 3 Presentation Due Day 5
Week 15	**Putting it All Together: From LIS to CI**	**Suggested Readings & Resources** If you are interested in delving into the field of competitive intelligence beyond what was covered in this course, you may consider starting with the sections of the following texts used in this course that were not assigned as weekly readings: 1. Sharp, S. (2009). *Competitive intelligence advantage*. Hoboken, NJ: John Wiley & Sons. 2. Pherson, K. H., & Pherson, R. H. (2012). *Critical thinking for strategic intelligence*. Thousand Oaks, CA: CQ Press. 3. Bensoussan, B. E., & Fleisher, C. S. (2012). *Analysis without paralysis: 12 tools to make better strategic decisions*. Upper Saddle River, NJ: FT Press. For training and networking opportunities, the following professional organizations are a good starting point: 1. Strategic and Competitive Intelligence Professionals (SCIP) 2. Competitive Intelligence Division of the Special Libraries Association (SLA)	● Week 15 Discussion 01: Presentation Feedback, Due Day 5 ● Week 15 Assignment 01: Project 3 Paper - Company/Industry Dossier Due Week 15, Day 5 ● Week 15 Assignment 02: Team Feedback, Due Day 7

Appendix I. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the MMLIS program goals as follows:

How LIM 552 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed;	3	2
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	3	3
c. apply and assess management strategies, practices and decisions.	2	2
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	1
e. organize, retrieve and manage information for stakeholder benefit;	3	3
f. locate, synthesize and translate information to intelligence for various client groups;	3	3
g. develop, implement and assess programs and services for enhancing use of information and ideas;	3	3
h. understand the role of current and emerging technologies and infrastructure in	2	2

organizational effectiveness and service delivery;		
i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	2	3
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	1	3
k. apply persuasion and influence through networking, collaboration, and relationship-building;	1	2
l. demonstrate a commitment to continued professional education and lifelong learning.	2	3